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# 2019 CARNEGIE IDEA ACADEMY

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## LINCOLN CO. READING CAMP

Group photo from Carnegie IDEA Academy (left) and Lincoln Co. AT&T check presentation.

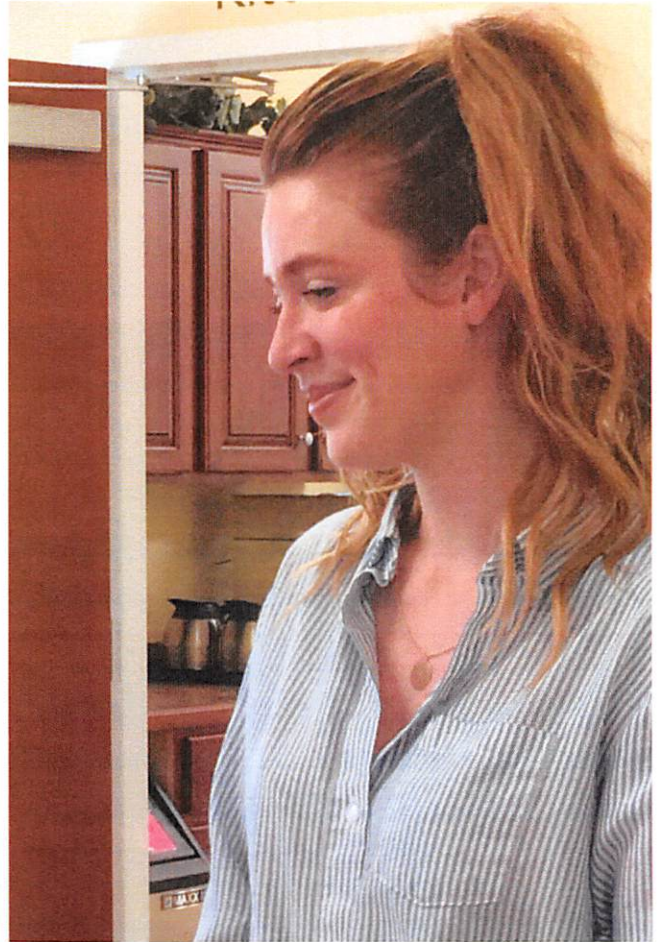
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### **Lois's Letter:**

Accomplishments bring a confidence not measured by numbers. Our students left tutoring knowing they had shown up for work, worked their hearts out and had overcome substantial obstacles. Many doubted this effort would be successful, but they climbed mountains and said, "I can do this." Excitement was high on June 21<sup>st</sup> at Final Assembly at Carnegie and June 25<sup>th</sup> in Lincoln Co. Seeing the surprise on their faces when they received awards such as Albert Einstein, Cher, Whoopi Goldberg and Agatha Christy brought pride and joy.



The overall numbers reflecting improvement for categories of the Woodcock Johnson Reading Mastery, including Word Identification, Word Attack and Passage Comprehension was 1.3 years in Lexington and 1.4 in Lincoln Co. Even as some students made great leaps, often after several summers of tutoring, others laid the foundation for future gains. Even though we don't measure fluency, one of the five components of reading instruction, several students ceased reading "word-by-word" and read with expression. The ultimate reading goal is comprehension and the average gain was .7 of a year or over eight months progress in only three weeks/52 hours of tutoring. The more each student reads the more their word identification will improve. The key to academic success starts with reading. Our kids head for next school year with increased skills and the assurance they can succeed with the right teaching techniques.



Laura Kirkpatrick, former America's Top Model, speaking at Lincoln Co. final assembly.

**“The key to academic success starts with reading.”**

*-LOIS WEINBERG*

Tutors gave 110% in every respect. Their compassion, patience and knowledge to teach Orton-Gillingham reading strategies were evident in every session. In addition, they kept their students' focus and attention; often a difficult task. Harnessing

intellectual energy along with fidgety bodies requires tutors to have their own self-discipline, preparation and determination to exercise the working memories and metacognition of our students. Our tutors were exceptional.

Gratitude goes out to our students' families who made sure each student had good attendance. Juggling work and other family responsibilities requires strong commitment. Thank you for trusting us to make a difference in your child's future.

Lois C. Weinberg, Director

## Differences

Imagine a 4<sup>th</sup> grader sitting in the back of a classroom rubbing her sweaty palms across the top of her cold desk. A teacher is up at the whiteboard, going over what they learned in English the day before: sentence structure and homonyms. The teacher is calling kids up to the board to do corrections. The 4<sup>th</sup> grader's heart pounds when she hears the teacher say her name. Standing up reluctantly, her legs tremble as she walks to the front of the room. As she picks up the marker and stares at the sentence to correct, she realizes that she does not understand what is being asked. She becomes frustrated, marks something on the board, then rushes back to her seat.

That 4<sup>th</sup> grader was me- Erin Oberlander. I was the little girl sitting there drenched in sweat and scared out of my mind that the teacher would call me up to the board. Math, reading, and writing have never been easy for me. I was always struggling to catch up or to just understand school work. I would spend hours each night sitting at the kitchen table trying to do my homework. In the fifth grade, I finally got an understanding of why I was having such issues with learning; my brain is different. I was diagnosed with two learning differences: ADHD and Dyslexia.

Now aware of this new information, I was enrolled in the IDEA summer reading program at the Carnegie Center for Learning in Lexington, Kentucky. This program supported children like me who were dealing with both learning differences. I went back to learning how to read using different methods. One memorable activity was tracing letters on a piece of foam drawer liner mat. Once we traced it, we would say the letters and then the sound. After we mastered all the letters, we started to form words. At first, I didn't like this activity at all. I never thought I would enjoy learning and then all the sudden I was reading and I loved it. I worked with



the Center for two summers. For each summer session, I received the highest overall reading comprehension betterment award.

Going from the 4<sup>th</sup>-grade girl who didn't understand school work, to now a 6<sup>th</sup> grader who loved reading and consuming knowledge was an amazing reward for me. I didn't feel lost in school, and I finally felt like I belonged. I even received an award for overall highest accelerated reading program level achieved in middle school. I also was comfortable in asking teachers for help and my grades significantly improved.

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**“...and then all the sudden I was reading and loved it.”**

-ERIN OBERLANDER

Even though I found a way to read, and I am finally feeling like I belong in school, I still have differences that set me apart. I still have a hard time staying on task; I can't remember items or I confuse them, being able to format a reply takes a little longer than average, and other tasks require me to come up with methods that help me. I will have to continue to develop methods to help me, but one thing I'm sure of is that I will succeed and I will continue achieving my goals with great results.

Erin Oberlander

## **Blown Away!**

What an action packed few weeks I've had with the IDEA Center for Excellence camp here at Carnegie Center! I came into this program as a homeschool mom who has always tutored her own children, all four of whom have dyslexia. I had no idea what to expect.

Blown away comes close to describing my experience. The students in the program are some of the most amazing young people I have ever met. Their resiliency and persistence is inspiring. I find myself overcome with emotion at the end of some days because of how hard the students work. They always dig deeper and push themselves even when they are fatigued and would like to be anywhere else. Their hearts are astounding!

The tutors who are participating are each amazing. My heart is so full knowing that each of them will leave the program with a new and unique

## Thanks!

Our thanks go out to 2019 sponsors for CIA and Lincoln Co. Reading Camp. Contributions from Toyota, AT&T, Ben C. Kaufmann, The Brereton and Libby Jones Foundation and Trish C. McLeod ensure no child is turned away due to inability to cover the \$750 tuition fee. The community based model for IDEA (Institute for Dyslexia Education in Appalachia) requires financial support for families who send their child, regardless of the family's income. We value the opportunity to provide this service for students struggling to read. On behalf of the IDEA Board of Directors and parents of 2019 students, we send our appreciation for this essential financial support.

understanding of dyslexia. I don't just see a room full of tutors, I see a room full of future dyslexia advocates!

The program itself is repetitive and rigorous, two important components of an OG program. I've learned so much from how connected each component is and I am now a firm believer in cursive handwriting. The verbal cues we give the students, having them repeat the directions back, and the word family drills are building huge skills in the children.

A few of my takeaways have been the importance of dignity for these students. The stress on respect between tutors and students is a valuable aspect of this program. We also want to encourage a growth mindset in these students. Using phrases such as "I focus on

progress, not perfection!" and "I grow my brain by doing hard things!" or "I focus on my results. I can't compare myself to anyone else," will help students with learning differences reframe their unique struggles and talents.

Kara Shepherd, IDEA Tutor

## Seeds for Success

Tutoring requires many approaches for the very different needs of students. Most tutoring, including my experience at Carnegie Center, involves a focus on subjects like science, math and reading and the skills to improve student understanding. Typically an hour a week is used for



study - as well as developing a relationship providing encouragement, self-confidence and a sense – in the student – of their own potential.

The IDEA Academy tutoring approach - a time-proven method for decades - is a different model. Mainly because of the concentration of time and frequency which paired tutors and students for three intensive weeks, three hours a day. First reactions, for students and tutors, is exhaustion and discomfort of lengthy stillness.

Unlike subject tutoring, these weeks took a broad focus to improve all the essential skills in reading, writing, vocabulary, and comprehension. This comprehensive approach taught me a different way of learning and tutoring. Fueled by Repetition, writing, memory exercise, sound identification and pronunciation improved student memory, reading fluidity and, especially, decoding.

Reading skills begin and develop by repetition of letter sounds. Sounding out letters is basic for reading new or unfamiliar words -- especially complex and difficult words well above age appropriate reading levels. Students' impressive ability to 'sound out' words provides them with one of the most valuable skills for academic success.

IDEA Tutoring, due to emphasis on sounding-out letters and combination of letters resulted in impressive strides with decoding unfamiliar words, ability to sound out words, reading fluidity, and voice appropriateness with punctuation.

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**“Three short weeks – resulted in remarkable progress in short time.”**

*-PETER BERRES*

Cursive writing, essentially removed from the American classroom... has always been a challenge. Working with cursive writing reminded me of its value for memory, for brain-hand coordination, for expression.

The emphasis on developing student vocabulary emphasized the power of words -- for expression of ideas, thoughts and feelings. Another emphasis, practicing listening skills -- repeating what you hear or read,

putting it in your own words -- effectively improved memory and accuracy in completing tasks.

I am in amazement, based on what I observed in three short weeks, with student growth in self-confidence, their amazing improvement in handwriting, their dramatic improvement in sounding out difficult words, in cursive writing ability and in their ability to concentrate on a task.

I expect that their visible pride in their cursive writing will mean students will see, in their future, that this experience and these skills – if practiced – will play an important part in their success.

Three short weeks – resulted in remarkable progress in short time. For me, the progress of students was exceptionally impressive. IDEA tutoring emphasized the skills central for all education and lacking in many classrooms today at all levels of education. Tutoring and learning, using IDEA principles...cursive writing, letter sounds, definitions, reading, and personal concentration are the essential basis for any student to be capable of self-learning. There is no doubt, for me, that this concentrated three weeks has planted the seeds for success for all of the students and yes, even, tutors.

Peter Berres, UK History Professor, IDEA Tutor

We extend a HUGE **thank you** to everyone involved in the 2019 programs- students, tutors, parents, staff. Together we made this another successful and memorable summer.

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**HAPPY  
READING!**

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